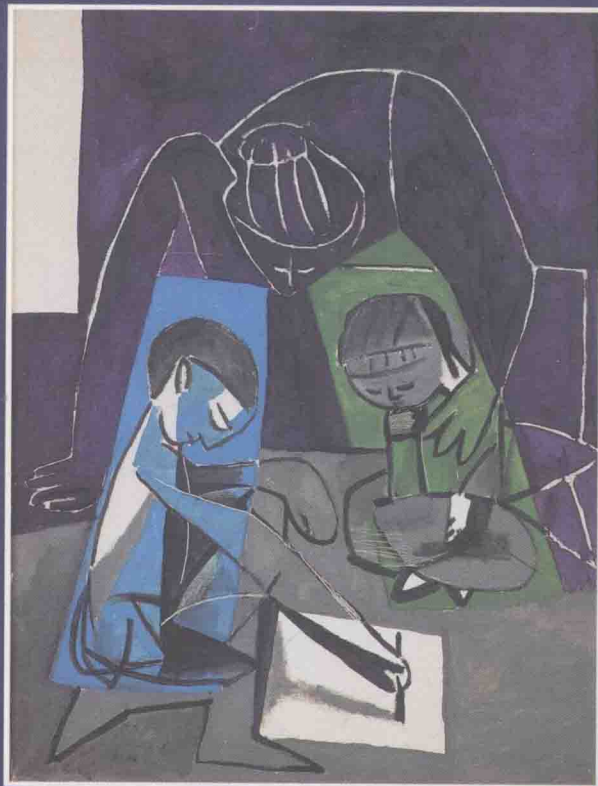


SECOND EDITION

UNDERSTANDING CHILDREN



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SECOND EDITION

UNDERSTANDING CHILDREN

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UNDERSTANDING
CHILDREN

PREFACE

Like many other authors, I undertook the job of writing a textbook because I couldn't find a book that satisfied all my teaching needs. In some child development books, the organization or selection of topics didn't match my approach. In others, the writing wasn't as clear or interesting as I thought it should be. In still others, the view of children seemed too fragmented and remote, making it difficult for the student to see children as whole human beings. To make these books work for me and my students, I had to modify the organization or coverage to achieve the necessary coherence, or provide additional illustrations and examples to make the material come to life, or compensate for the fragmented impression the book conveyed. At last I resolved to write a book myself, one that would solve the teaching problems I had encountered over the years. The result was the first edition of *Understanding Children*. The success of the first edition suggests that the book addressed the needs of many teachers like myself. The second edition was written to continue to fulfill those same needs.

AIMS

The aims of the second edition of *Understanding Children* remain fundamentally the same as those of the first. One of my primary aims has been to present a balance of research findings, theory, and applications and to integrate these aspects of the study of child development. *Understanding Children* is designed primarily for students who will be living and working with children as teachers, parents, child care providers, nurses, counselors, administrators of chil-

dren's programs, and practitioners in a variety of other settings. These students need to have comprehensive, accurate, up-to-date information about child development, but they also need to know the uses and implications of this information. Thus, the emphasis throughout is on the working applications of expert knowledge.

I also wanted to present information in an accessible, appealing way. *Understanding Children* is written in a friendly style that invites students to read, learn, and remember. Each chapter and most major topics are introduced with a vignette in which the essence of the information or issue about to be presented is captured in a real-life situation involving children and adults. Additionally, each of the first two chapters—Chapter 1, Methods of Studying Children, and Chapter 2, Theories of Child Development—is organized around a specific, practical problem that gives the material immediacy and relevance.

Perhaps my most important goal in writing *Understanding Children* has been to convey the unique world view of children. I've tried to make clear that children are not miniature adults but individuals with their own ways of thinking and of seeing the world. This important premise is emphasized in the introduction to the book, entitled Prologue: Why Study Children? I hope instructors will encourage students to read this introduction to gain a preliminary orientation to the book.

ORGANIZATION AND CONTENT

Students should be able to see children not as fragmented objects of scientific study but as whole human beings. The best way to convey this sense of wholeness, in my experience, is to present information about all aspects of development in each successive stage of childhood. Therefore, *Understanding Children* is organized chronologically, introducing students to children as they grow, learn, and change, from earliest infancy to the threshold of adulthood. The book begins with the foundations for the study of child development (Part One)—research methods, theories of child development, and the biology of genetics, prenatal development, and birth. The remaining parts of the book cover four chronological age-stages. Part Two addresses the development of the child between birth and age 3—infancy and toddlerhood. Parts Three, Four, and Five cover the development of the preschool child (aged 3 to 6), the school-age child (aged 6 to 12), and the adolescent (aged 13 to 19), respectively.

Within this chronological framework, material on the different domains of development is presented topically. Parts Two through Five contain four chapters each, covering physical development, cognitive development, language development, and social and emotional development. Each part ends with an applications section called Knowledge in Action, a feature unique to this book. This format—four chapters plus Knowledge in Action—provides a clear and consistent organizational scheme for each part.

Understanding Children provides comprehensive, in-depth coverage of a range of topics and issues in child development, always with an emphasis on the practical uses of knowledge. Many topics discussed in the first edition continue to receive thorough coverage in the second edition. Included are such

topics as the role of values in the study of children; the effects of prenatal exposure to alcohol, cocaine, and other teratogens on the developing fetus; advances in prenatal assessment tools and the latest treatments for infertility; theories of infant and maternal attachment; sex-typing in infancy and childhood; the development of metacognitive abilities in school-age children; socialization processes and the learning of prosocial behavior; psychological effects of early and late maturing on adolescent girls and boys; cultural bias in intelligence testing; and many, many more.

SPECIAL FEATURES

The special features that distinguished the first edition of *Understanding Children* from other textbooks have proven very successful and have been retained in this edition. Primary among them are the Knowledge in Action sections at the ends of Parts Two through Five. Although all chapters integrate theory and practice, these sections put very practical material relating to the care and education of children at the disposal of instructors, but without the suggestion that they *must* use it. Knowledge in Action sections provide information on such topics as the varieties of preschool, after-school, and day care programs; methods of assessing children; ways to ensure children's health and safety; and the kinds of activities and playthings that are appropriate for children of different ages.

Separate chapters on language development in every age-stage (Parts Two through Five) highlight this important area in child development. Typically, child development books include language development in their chapters on cognitive development, or, if they do treat language separately, they treat only the acquisition of language in early childhood. *Understanding Children* contains separate chapters on language in every age-stage, providing comprehensive coverage of the development of both oral and written language in childhood and adolescence. Topics covered include toddlers' strategies for opening conversations; emergent literacy in preschoolers and ways to support it; approaches to teaching reading, including the whole language approach; teaching children whose first language is not English; and current thinking on dyslexia.

A separate chapter on the neonate at the beginning of Part Two reflects the wealth of information and research findings available on this earliest period of adjustment in the child's life. Included are discussions of the effects of obstetrical drugs on newborns, learning in young infants, carrying as a method of soothing babies, and learning to live with the newborn.

Focus boxes throughout the text highlight current topics and issues in five different areas—research, health, safety, public policy, and special education—and add depth to discussions without interrupting the ongoing narrative. A few titles will suggest the range of topics covered: Social Referencing in Infants; How Does Day Care Affect Parent-Child Attachment?; Making Playgrounds Safe; Young Gifted Children; Does Early Antisocial Behavior Fade Away?; Children and AIDS; Dangers of Anabolic Steroids; and Consequences of Teenage Pregnancy.

CHANGES TO THIS EDITION

For this edition, the entire book has been carefully reviewed, revised, and updated. We have incorporated the latest research on important topics, new information on emerging issues, and material reflecting current thinking in the field. A brief summary will give a sense of these changes.

The second edition of *Understanding Children* makes greater use of the systems approach as a way of organizing and integrating the complex processes involved in child development. The systems approach is explained in Chapter 2, Theories of Child Development, and used as a framework for discussing numerous topics throughout the book.

This focus on systems leads to a greater emphasis on the interconnections among different developmental domains and on the bidirectional relations between the individual and the many contexts of development. The role of these dynamic interactions is explored in such areas as language learning, attachment formation, socialization, identity formation, self-esteem, self-control, perceived competence and self-efficacy, aggressiveness, and moral behavior.

In response to requests from users and reviewers of the first edition, the second edition includes more detailed discussions of Erikson's conceptualizations for each age-stage as well as a refocusing of the concepts of Piaget. Additionally, links among theories are explored as a way to help the student see broad patterns and acquire an integrated view of child development.

Also in response to users' and reviewers' suggestions, new material on child abuse has been added to the second edition. The Infant-Toddler Knowledge in Action section now contains a Safety Focus box on child abuse and neglect, and the Preschool Knowledge in Action section contains a discussion of child sexual abuse.

Many other topics have received new or expanded coverage, including the following:

- social cognitive theory
- early cognitive development and its relationship to reaching, grasping, and other forms of early motor development
- infant temperament and its role in the attachment relationship
- children's theory of mind
- metacognitive abilities
- Sternberg's triarchic theory of intelligence
- the heritability of intelligence
- academic achievement and school success from a systems perspective
- math achievement in American, Japanese, and Chinese children
- children's perceived competence and self-efficacy beliefs and the role of these beliefs in social and cognitive development
- the relationship between moral development and moral behavior, with an emphasis on social control and self-control
- class and racial variations in gender socialization in American society
- adolescent identity
- parenting styles and children's behavior
- adolescents' theory of mind
- adolescent suicide
- what schools can do about gangs

In this edition, two chapters have been refocused. Chapter 1, *Methods of Studying Children*, has been reorganized to give greater clarity to the discussion of methods. The chapter now describes three major research issues, four research methods, and three developmental research designs. Chapter 12, *Social and Emotional Development in Preschool Children*, has been reorganized to emphasize social learning theory and socialization processes rather than behavioral learning theory processes.

The one-page charts of developmental milestones for each age-stage that appeared at the end of the *Knowledge in Action* sections in the first edition have been moved to the beginning of those sections in this edition. Here, students can use them as summaries of achievements in the four developmental domains before they consider the working applications of that knowledge. Additionally, the Research Focus box on divorce and children has been moved from Chapter 20, *Social and Emotional Development in Adolescents*, to Chapter 12, *Social and Emotional Development in Preschool Children*, so that the topic can be considered for younger as well as older children.

In addition to these changes in the text, the photo program has been completely reviewed and revised. We have retained the best photographs from the first edition and added many new ones, almost all of them in color. The photos in *Understanding Children* not only provide beautiful and dramatic images of childhood but also reflect the growing diversity of American society.

LEARNING AIDS

The learning aids incorporated in the first edition of *Understanding Children* have proven useful in helping students understand, organize, and remember material, and we have therefore retained them in the second edition.

- Each chapter begins with a vignette that shows how a principle or issue discussed in the chapter translates into children's words, behavior, or beliefs. The vignette is followed by a brief introduction outlining the topics covered in the chapter.
- Key terms appear in bold type throughout each chapter and are carefully defined in context. The terms are listed at the end of the chapter for review and are included along with their definitions in a comprehensive glossary at the end of the book.
- Two different kinds of summaries appear at the end of each chapter. One is a brief overview of the chapter, drawn in broad strokes and making connections backward and forward in the child's life. The other is a longer chapter review, outlining the main points of the chapter.
- Annotated Suggestions for Further Reading also appear at the end of every chapter, extending the boundaries of the material for the student. Several new titles have been added to these listings for the second edition.
- Each part opens with an overview and includes a chart of developmental milestones for that age-stage.
- Numerous tables, charts, drawings, and photographs provide graphic illustration of the principles of child development. The captions inform and teach rather than simply label or identify.

ANCILLARY PACKAGE

A complete package of supplemental support material is available with *Understanding Children* to enhance both teaching and learning and to facilitate the application of knowledge to practical situations. The **Instructor's Manual** includes learning objectives, chapter summaries, key terms, suggestions for lecture topics, and demonstration projects. It also lists sources for free or inexpensive materials, additional reference resources, and films and videos. A new test bank, described below, appears in printed form in the Instructor's Manual.

Two exceptional sets of **videos** are available to adopters of *Understanding Children*, both from highly praised television series. The first set includes six half-hour segments from the Annenberg/CPB series *Discovering Psychology*, narrated by Philip Zimbardo. The second set contains segments from the University of Michigan/WQED-Pittsburgh series *Seasons of Life*. Each segment from these two outstanding series contains footage from classic experiments, interviews with key researchers, and discussions of current concepts and issues in child development. A description of each program, keyed to the textbook, is included in the Instructor's Manual.

Instructors may wish to have their students use the *Study Guide to Accompany Understanding Children*, available optionally with the textbook or packaged with the textbook at an additional discount. It includes learning objectives, chapter outlines, and chapter summaries as well as student projects and practice tests. Each practice test has multiple choice, true/false, matching, and short answer questions.

The second edition of *Understanding Children* is accompanied by an entirely new **test bank**. The multiple choice items were developed at the University of Florida Educational Foundations Program under the direction of Dr. David Miller and Tammie Meninger. The remaining questions were provided by the senior authors of the text, David Schickedanz and myself.

The easy-to-use Brownstone test generation system provides all test items on computer disk for IBM-compatible and Apple computers. For the first time, a version is also available for the Macintosh. Instructors can select, add, or edit questions, randomize test sets, and print tests for individual classes. Also included in the system is the "gradebook," which enables the instructor to keep detailed performance records for individual students and for the class as a whole; maintain student averages; graph each student's progress; and set the desired grade distribution, maximum score, and weight for every test.

A set of 51 overhead **transparencies** provides supplementary information that is not found in the text or that has been modified for lecture and discussion purposes.

ACKNOWLEDGMENTS

Many people have contributed to the development of the second edition of *Understanding Children*. Foremost among these are my coauthors and especially David Schickedanz, who joined the team for this edition.

I'm very grateful to the child development experts who gave such detailed critiques and offered so many useful suggestions in their reviews of the manuscript. The names of these academic reviewers are listed separately following

this preface. The entire project has been greatly enriched by their suggestions, although any flaws or errors in the book are the responsibility of the authors.

Special thanks are due to the staff of Mayfield Publishing Company. Frank Graham, the sponsoring editor, showed great patience as we put together a new edition. He was always willing to consider new ideas and find ways to make them work. Kate Engelberg, the developmental editor, also deserves special thanks. She brought a quality of writing to the text that I could never have achieved alone. Linda Toy, production director, kept everything moving along on schedule with her expert managerial skills. She led the production team that created this beautiful book.

Finally, I once again owe a very big debt of gratitude to my family—David, my husband and coauthor, and Adam, my son.

Judith A. Schickedanz

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The following academic reviewers made an invaluable contribution to this project with their insightful critiques of the manuscript. I'm deeply grateful for their many helpful suggestions.

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